

PEP Core A Composition and World Literature

We are about to embark on a journey around the world...through literature! We are going to read about several different people from all over the world, some real, some invented. We are going to learn about different cultures and world views. The purpose of this course is to grow in knowledge and understanding of our world through a Biblical worldview while reading about different types of people and their journeys from all over the globe.

Tutor: Mrs. JennaRae Patton

E-mail: jennaraepatton@gmail.com (preferred)

Phone: 615-426-6234

(I am reachable by phone on weekday afternoons from 1-4pm)

Website: www.pattonpep.weebly.com

Class Goals

- Learning and refining of grammar usage, punctuation, following instructions and note-taking.
- Reading and enjoying different types of world literature. Writing assignments will often be taken from the reading in order to help the student begin to think analytically and with a worldview perspective.
- Writing will be focused on the fundamentals of descriptive writing in the context of narrative, expository and persuasive situations. Sentence and paragraph construction is emphasized along with descriptive literary terms. Book reviews, summaries, outlines, and essays will be covered; poetry will be emphasized at different times during the year.
- Class participation is vital and key to a student's growth as well as his or her grade.
- Spelling, grammar and punctuation should be under the guidance of the parent at home.
- Vocabulary on some of the assigned books will be given in class.
- Note-taking, organization and following directions will be worked on throughout the entire school year.
- PEP approaches writing as a process. God instills the aptitude and maturity as the student grows. Our desire is to see each student grow at his/her God-given rate so that writing becomes a joy and so that each one sees measurable progress!
- Finally, our greatest desire is to learn a Biblical worldview through our study of literature, writing and class discussions.

Classroom Expectations

Patton Syllabus 2018-2019

Raise your hand and wait silently to be called upon.

Stay on task in class.

Remain in your seat at all times unless given permission to get up.

Actively listen and actively participate in class discussions and activities.

Ask questions if you do not understand something.

Respect yourself and others.

Parent/Tutor Teamwork

We are very privileged at PEP to have a unique parent/tutor relationship. It is imperative that parents and tutors work together for the benefits of our awesome PEPpers. To do so, there must be a very clear, very open line of communication between both parts of this team. The vast majority of this communication will be done through email. So, it is vital that parents are checking their email frequently, so students are not missing any important information. Also, on the flip side, if there is ever anything that is unclear or if you need any assistance at all, don't hesitate to contact me. I'm here to help!! :)

Assignments

All assignments will be uploaded to my website and can be downloaded and printed from there. Please try not to work ahead! My website is: www.pattonpep.weebly.com

Supplies

Students must enter the classroom fully prepared with the text we are discussing each week, a notebook for the course, and the below supplies.

- 3 ring binder with dividers and labeled sections.
- Highlighters
- Pen in blue, black or purple (the fun colors are what I grade with)
- Dictionary
- Notebook paper on which to take notes
- Post its
- Daily planner—Students will be expected to plan completion of their assignments carefully. The best idea is to begin working on each assignment the day after the assignment is given while the instructions are still fresh in their minds. Plan on 1-2 hours a day for homework.

- **Student must have access to a reliable computer and printer as well as have access to the Internet for research purposes**

Grades

Grades will be derived from four categories: Essays, Homework Assignments, along with Quizzes/Test/In-Class Writings and Participation. **Quarter grades will be finalized within 2 weeks after the quarter ends.** I will also maintain grades in our Gradebook. Parents should access the gradebook weekly to monitor their student's progress. Parents should expect communication with Mrs. Patton should any concerns with student performance arise. Our online gradebook can be found at: <http://newsis.pep1.org/>

Grading Criteria and Formatting

Assignments will be graded according to: creativity, following instructions, and applying what has been learned in previous assignments. ALL essays should be typed in Times New Roman, 12 pt font, double-spaced and **saved in the student's computer.** This is MLA formatting, and there are no exceptions.

Late Work

Typically-and I'll venture to use the oxymoron-almost always, coursework will be handed in at the very beginning of class. If an assignment is turned in anytime after I've collected it, that assignment is then officially late. An assignment will be docked an immediate 20% if it is late, and will not be accepted after 2 weeks. I realize problems occur, so **if a student cannot complete his/her assignment, please notify me by email, before the day the assignment is due.** Because the principles of writing build upon each other, it is easy to get behind and it can be detrimental to the writing process if an assignment is missed. Students will be required to sign the "My Oh My I'm Missing Work" log if they do not turn in a required assignment. This will help students to learn integrity and accountability-overall, self-government.

Essays/compositions/research paper – 40%

Homework Assignments – 35%

Quizzes/Tests/In class writing – 15%

Classroom participation – 10%

Essays (40%)

We will cover expository writing, persuasive writing, narrative writing, and an introduction into literary analysis. The goal for our writing component is to build upon student's skill base and to expand writing skills through techniques presented in class and through our writing text. This will be accomplished in several ways. Students will submit their essay for instructor evaluation (graded essay). The revision process will include "rough" draft, and a "final" draft. I will not

accept a final draft without the rough draft attached to it. All essays will need to be submitted electronically in addition to the “hard” copy handed in to me. Instructions for how to do so to come in a separate email at a later date.

Please note: “rough draft” is just a common term for the first draft of an essay; a completed draft to be turned in should never be *rough*. Anything you turn in should have already been edited by a parent using the provided checklist, and revised by the student. Each essay that is turned in should be the “best yet” version of that essay. Final draft simply means the last version (draft) of that particular essay that will be graded by the tutor. Rough drafts must ALWAYS be turned in with the final draft of an essay, or the essay will not be accepted.

Essays will be evaluated upon **content** (thesis statement, support of thesis, accomplished intended purpose of essay) and **format** (presentation of essay including correct margins, font, header, punctuation, spelling, and grammar). Incorporating techniques presented in class is also considered a format requirement.

Homework Assignments (Class Work at Home) (35%)

Students will complete weekly graded homework assignments which will serve as a springboard for our class discussion. The responses to the homework assignments must be answered with **complete sentences**, fully answering the question. Each assignment should represent the student’s **best** work. Excellence is expected.

Assigned work will be submitted within the class period on the day of class. See the Late Work section above for details about work submitted after the due date. Remember, class work done at home counts for 35% of the student’s grade and prepares them for class discussion. If parents contact me about extenuating circumstances or about illness, I will give fill credit based on an agreed deadline for completion. Without parental notification I cannot give full credit for any late papers or homework assignments.

Assignments must be typed with student name, teacher name, class name, and date in the upper left hand corner. Essays with multiple pages must have a header with the student's last name and page number in the upper right hand corner. Multiple pages need to be stapled together. If they are not stapled, or are missing the student's name, points will be deducted.

Parents are a vital source of grammar and punctuation instruction. If this isn't your strong suit as a parent, there are several sources you can use to help guide your student in these areas of language arts; <http://grammarly.com/> or *The Grammar HELP! Student Handbook* are some examples. During class, we will be focusing on essay structure and styles of writing more than punctuation and grammar. For this, we will be using Writers Inc. We also offer a Grammar course. I recommend this to any student who struggles with Grammar in the least.

Quizzes/Tests/In Class Writing (15%)

Quizzes covering weekly reading assignments, and vocabulary quizzes are part of evaluating a student's understanding of their reading and information presented in class. Any possible take home tests covering a unit of study will be sent to the parent by the instructor. This will guard our limited instruction time and serve to provide experience in test taking skills. We will also have 2 in-class writings during the school year.

Participation (10%)

Class discussion will strengthen the students' ability to critically think about literature. Therefore, it is vital to the class that each student participates in our discussion. In order to receive full credit for participation students must contribute meaningful information during class discussions. Points for tardiness, disrespect, coming to class unprepared and not bringing texts to class will be deducted from this category.

Reading Assignments

Please be sure to have the exact books using the correct ISBN # according to the PEP booklist for ease with in-class discussion. It gets tricky if we have books with differing page numbers, chapter numbers, etc.

1st quarter—*Outcast, I, Juan de Pareja, The Miracle Worker, The Endless Steppe*

2nd quarter—*A Christmas Carol, It's a Jungle Out There*

3rd quarter-- *A Long Walk to Water, The Breadwinner*

4th quarter—*Call it Courage, The Big Wave, Around the World in Eighty Days*

Writers Inc.

Elegant Essay: Building Blocks for Analytical Writing-- 3rd Edition Student Text

Absences

If a student must be absent from class, the parent is expected to notify the PEP leadership and instructors at PEP. Parents should make arrangements for students to make up any class work, in class writing or administered quizzes. If the make up work is not completed within one week of student's absence, they will receive a zero on the assignment – unless other arrangements for special circumstances have been made with your family.

Please contact me at jennaraepatton@gmail.com with any questions or concerns. I will try my best to get back to you within 12-24 hours.

JennaRae Patton

Core A Composition and Literature Tutor

Please sign. The signed portion will be handed in for a grade in the first week of class, and then print and place this syllabus in the front of your notebook.

I have read this document and agree to its terms.

_____ Printed Student Name

_____ Signature of Student

_____ Signature of Parent